



Dear Professor Conor Lennon:

## Student Opinion of Teaching Questionnaire Results

This form contains evaluation results for INTRODUCTION TO MONEY & BANKING(ECON-0280).

Attached is a report in PDF format containing your Student Opinion of Teaching Survey results from last term. The report is best viewed and/or printed in color.

The evaluation results are broken down into three distinct categories. The first part of the report shows a breakdown of student responses to the quantitative questions. For each item, the number of students (n) who responded, the average or mean (av.) and standard deviation (dev.) are displayed next to a chart or histogram that shows the percentage of the class who responded to each option for that question. The percentages are above the number on the rating scale which increases from left to right, i.e. the number 1 equals the least favorable rating and the number 5 equals the most favorable rating. The sum of percentages will equal 100%. A red mark is displayed on the chart where the average or mean is located. To calculate how many students responded to each option, multiply the number of students who answered the question by the percentage for that option. For example, if 14 students answered the question and 50% responded to option 3 then 7 students marked option 3 for that item ( $14 \times .50 = 7$ ). The standard deviation is a common measure of dispersion around the mean that may be useful in interpreting the results.

If your school had previously calculated norms, they will be on OMET's website ([omet.pitt.edu](http://omet.pitt.edu)).

The second part displays individual comments to each question in the open-ended section of the evaluation. All the responses to the first question will be listed together after the first question and then the responses to the next question will be listed together after the next question, and so on.

The final part gives you a profile of the student responses to the quantitative section of the evaluation. This is a chart listing all of the means for the scaled items with a dashed red line connecting the means.

If the number of respondents for any of the scaled items is fewer than seven, please be cautious in interpreting the quantitative results.

Office of Measurement and Evaluation of Teaching (OMET)

# Professor Conor Lennon

INTRODUCTION TO MONEY & BANKNG(ECON-0280)18538-2137

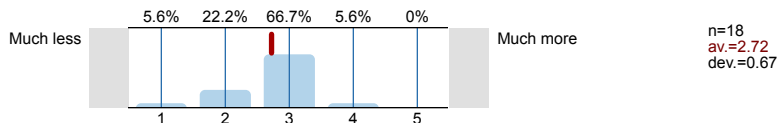
Summer 2013

RESPONDENTS = 85.71% OF NUMBER REGISTERED

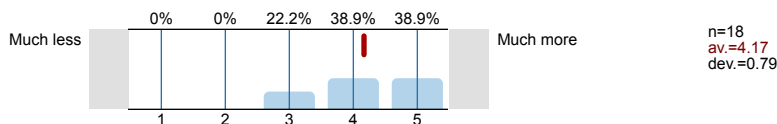


## 1. SELF RATINGS

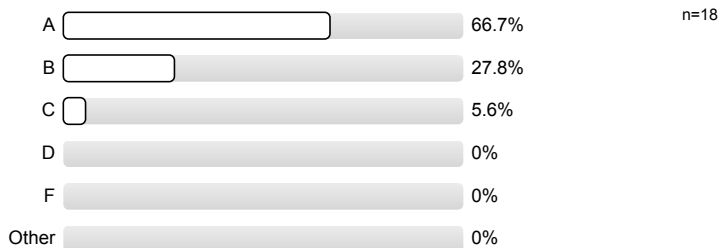
1.1) Compared to other courses at the same level, the amount of work I did was:



1.2) In this course I have learned:

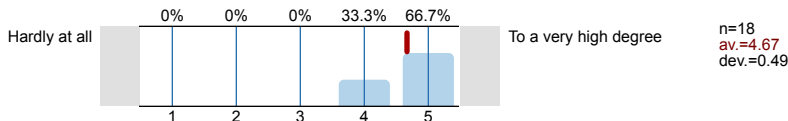


1.3) The grade I expect in this course is:

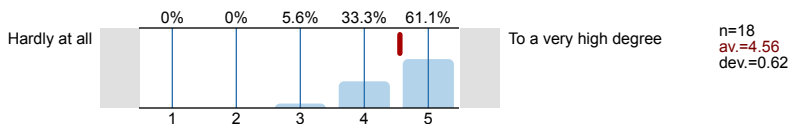


## 2. TEACHING EVALUATION

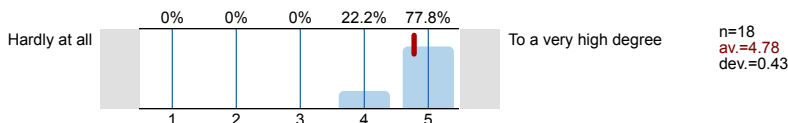
2.1) The instructor presented the course in an organized manner.



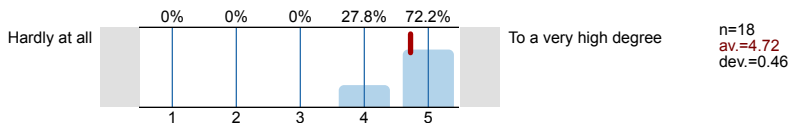
2.2) The instructor stimulated my thinking.



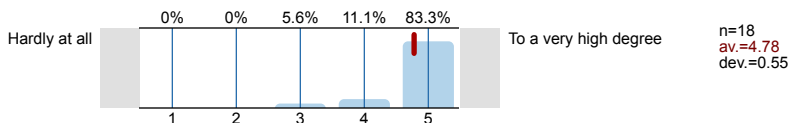
2.3) The instructor evaluated my work fairly.



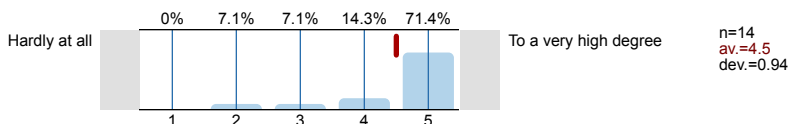
2.4) The instructor made good use of examples to clarify concepts.



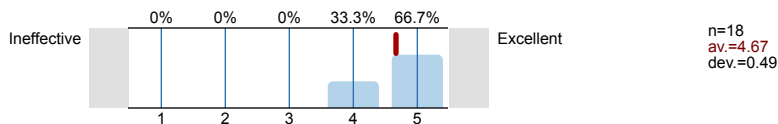
2.5) The instructor maintained a good learning environment.



2.6) The instructor was accessible to students. (Do not answer if no basis to judge)



2.7) Express your judgment of the instructor's **overall teaching effectiveness**:



2.8) Would you recommend this course to other students?



2.9) Would you recommend this instructor to other students?

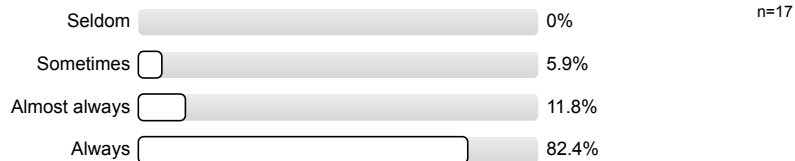


**3. ECONOMICS ADDITIONAL ITEMS**

3.1) Did you find your time in class lectures well spent?



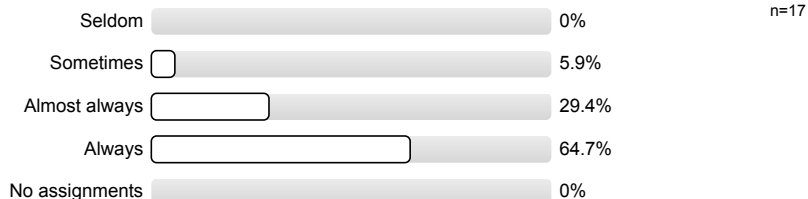
3.2) Were the lectures well organized?



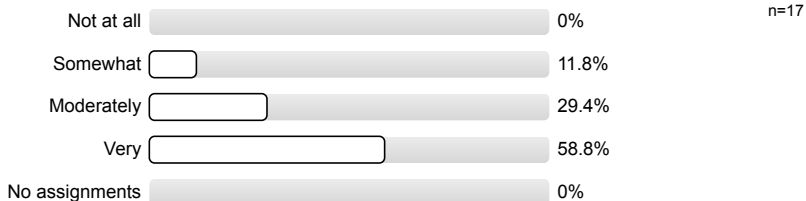
3.3) Did the instructor speak clearly enough to be well understood?



3.4) Did you feel that sufficient information was available from the text, lectures, or other sources to complete the homework assignments?



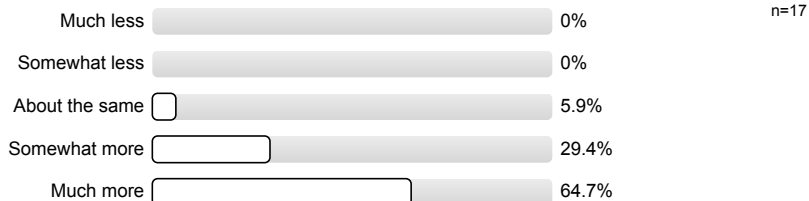
3.5) How helpful were the homework assignments in improving your understanding of the text and lecture materials?



3.6) This course helped to increase my skills in thinking.



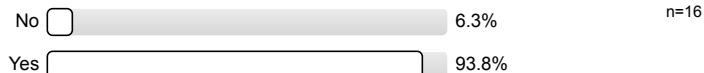
3.7) Compared to most courses I've taken, the instructor treated the students with respect.



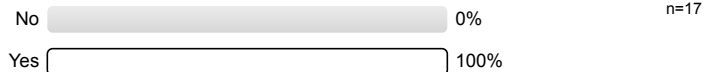
3.8) Did you find the tests to be a fair measure of your understanding of the subjects covered in the course?



3.9) Were the classroom size, distance to the blackboard, lighting, and acoustics adequate to the needs of the class?



3.10) If you were to take another economics course, would you consider taking it from the same professor?



**4. TEACHING COMMENTS**

4.1) What were the instructor's major strengths?

- great communication
- excellent accessibility to students

Everything is clear and straightforward. Use class time 100% efficiently

- Very Animated
- Relates things well

Included podcasts & written exercises instead of lecturing the whole time

Very respectful of students. Cared about the course. Organized & engaging lectures.

Podcasts and videos kept lectures interesting.

Making the class fun and interesting.  
Use of recent events

- clarity
- ~~approach~~ approach to be approached and engage w/ students
- students in class liked the professor a lot
- examples → really difficult topics to something simple enough can understand.

He used very good and relevant examples.

He seems very passionate about what he is teaching.

very understanding  
great person

Fast responses, relatable, energetic, and considerate.

Knowledgeable.

Clear speaking  
Good examples

Keeping a 3 hr class lively,  
Responding to email  
Class participation methods

power point

examples

videos

podcasts

were all used efficiently to teach the course

- KNOWLEDGE OF MATERIAL, PRESENTATION  
AND DELIVERY

- Really good speaker
- Always well prepared
- Knows material well
- Good sense of humor

4.2) What were the instructor's major weaknesses?

none noted

Have more confidence



- A lot of time over explaining things that were simple or less related

Nothing major

—  
sometimes lectures can long, but wasn't his fault.

None.

• no weaknesses

None

We went through a lot of material very quickly and it was difficult to study for the midterm with so much information taught. This could have been due to the 6 week time period.

says "ok" a lot before speaking

None

None.

Could go over, material very quickly from time to time

no glaring flaws

I think there was a better light setting to see your powerpoints

- Accessibility

## 5. COURSE COMMENTS

5.1) What aspects of this course were most beneficial to you?

- Overall topic and information ~~is~~ was beneficial to my major, and simply common knowledge

- Understanding Money & Banking Systems

Gaining a better understanding of the banking system

Powerpoint slides

Homework helped me understand some topics, and wasn't too difficult.

Conor being awesome.

• the lectures & online e-con lab

The current events discussions.

The things we covered that will be useful knowledge in my future.

learned about money and the Fed, and how it all works

Real world application,

banking system.

Learning how the financial industry works

All those dealing with types of investments  
Discussions on what money really is

real time value of money

- Everything

- The way the instructor related the material to the real world

5.2) What suggestions do you have to improve the course?

- great as is

None

—

shorter homework assignments.

No book,  
More videos,  
Field trip.

- not much homework, I learned what I set out to learn.

none



NO MORE BABIES DURING  
SEMESTERS YOU'RE TEACHING!

The course is fine as is.

more practice problems.

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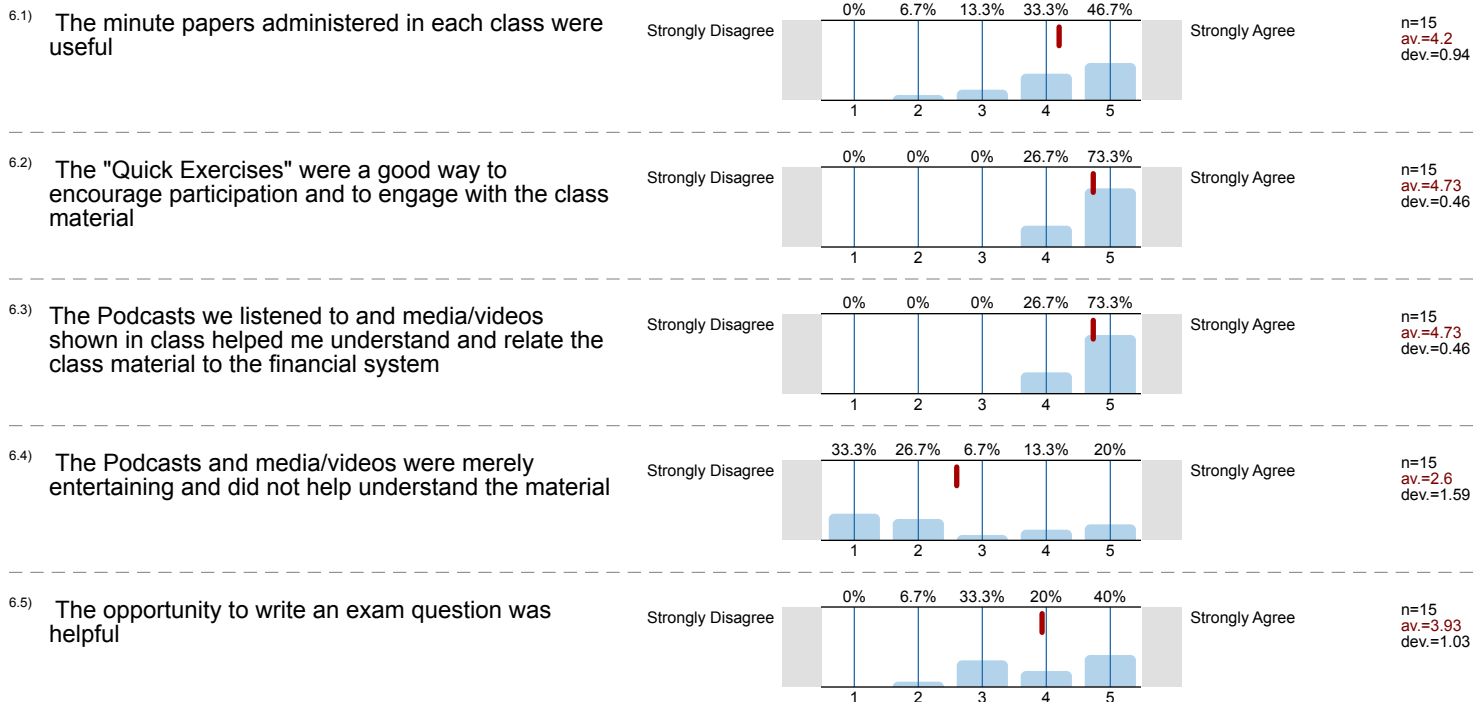
None

Possibly change from 2 days a week to 4 days of an  
hour and a half long classes.

3 hrs is a little much even with breaks

It always seemed to be taught against the banks instead of working from inside the banks

6. Class Exercises



# Profile

Subunit: **A&S-ECONOMICS**  
 Name of the instructor: **Professor Conor Lennon,**  
 Name of the course: **INTRODUCTION TO MONEY & BANKNG(ECON-0280)**  
 (Name of the survey)

Values used in the profile line: Mean

## 1. SELF RATINGS



## 2. TEACHING EVALUATION



## 6. Class Exercises

